June 2008



#### DEPARTMENT OF EDUCATION

2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine. gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron

Commissioner of Education

Susan A. Kendron



### School Report Grade 5

Test Date: March 2008

Code: 11971473

SAU: MSAD 03

School: Troy Central School

#### **Contents of the Report**

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

Topic	Page
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results.	7-9
English Language Arts – Writing Results	10-12



### **SUMMARY OF SCORES**

Test Date: March 2008 5

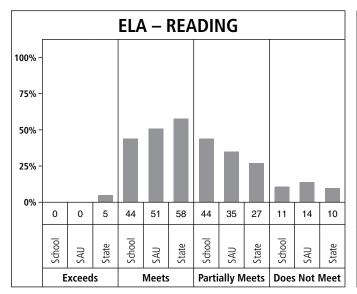
**Grade:** 

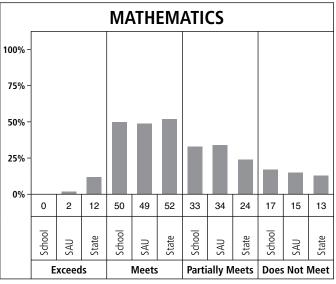
SAU: MSAD 03

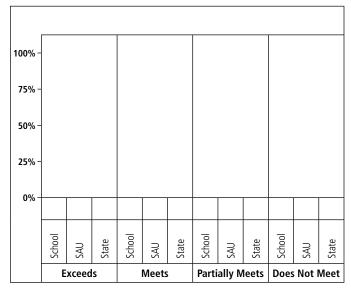
**Troy Central School** School:

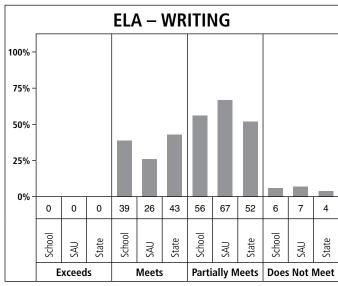
### **Summary of School, SAU, and State Scores**

Year	Avera	age Scaled S	Score
ieai	School	SAU	State
<b>ELA – Reading</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg.*	546 538 <b>539</b> 540	541 542 <b>541</b> 541	544 544 <b>545</b> 544
Mathematics 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg.*	553 544 <b>539</b> 544	542 543 <b>541</b> 542	543 546 <b>546</b> 545
<b>ELA – Writing</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg.*	538 <b>535</b>	537 <b>534</b>	541 <b>538</b>









<sup>\*</sup>Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



## **SUMMARY OF STUDENT PARTICIPATION**

Test Date: March 2008 5

Grade:

SAU: MSAD 03

School: **Troy Central School** 

		Er	rol	lme	nt¹								C	ON	ΤE	NT	AR	EΑ	PA	RT	ICI	PA	TIO	N <sup>2</sup>						
CATEGORY OF	c	during	g test	ing v	vindo	w			ELA-I	Readin	g				Mathe	matic	S										ELA-\	Writing	j	
PARTICIPATION	Sc	hool	S	AU	Sta	ate	Sc	hool	S	AU	St	tate	Scl	nool	S	AU	St	ate	Sch	nool	S	AU	St	ate	Scl	nool	S	AU	State	e
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	18	100	109	100	14240	100	18	100	109	100	14157	100	18	100	109	100	14156	100							18	100	109	100	14107	99
Ethnicity African American/Black	2	11	3	3	404	3	2	100	3	100	396	98	2	100	3	100	398	99							2	100	3	100	388	96
American Indian or Native Alaskan	1	6	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100							1	100	1	100	118	100
Asian or Pacific Islander	0	0	1	1	201	1	0	0	1	100	199	99	0	0	1	100	199	99							0	0	1	100	197	98
Hispanic	0	0	1	1	178	1	0	0	1	100	170	97	0	0	1	100	174	99							0	0	1	100	171	97
Caucasian/White	15	83	103	94	13339	94	15	100	103	100	13274	100	15	100	103	100	13267	100							15	100	103	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
Identified disability	2	11	32	29	2555	18	2	100	32	100	2528	99	2	100	32	100	2526	99							2	100	32	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
Economically disadvantaged	13	72	72	66	5574	39	13	100	72	100	5528	99	13	100	72	100	5531	99							13	100	72	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5 1	100

MODE OF		ı	ELA-R	eading	g				Mathe	matics	}										ELA-\	Vriting	,
	Sc	nool	SA	\U	Sta	ate	Sch	nool	S	AU	Sta	ate	Sch	ool	SA	AU	St	ate	Sch	ool	S	AU	State
PARTICIPATION <sup>3</sup>	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n %
Participation without accommodations	15	83	80	73	11042	78	15	83	80	73	11006	77							16	89	86	79	11127 78
Identified disability (PET/IEP)	0	0	10	13	396	4	0	0	10	13	404	4							1	6	16	19	447 4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147 1
504 plan	2	13	2	3	134	1	2	13	2	3	133	1							2	13	2	2	136 1
Participation with accommodations	3	17	26	24	2974	21	3	17	26	24	3014	21							2	11	20	18	2845 20
Identified disability (PET/IEP)	2	67	19	73	1996	67	2	67	19	73	1986	66							1	50	13	65	1925 68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172 6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74 3
Other	1	33	7	27	766	26	1	33	7	27	801	27							1	50	7	35	710 25
Participation through alternate assessment (PAAP)	0	0	3	3	136	1	0	0	3	3	136	1							0	0	3	3	135 1
Identified disability (PET/IEP)	0	0	3	100	136	100	0	0	3	100	136	100							0	0	3	100	135 100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4 3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1 1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																	
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27 0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106 1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

**<sup>3</sup>** Percents are the percentage of students in each content area by mode.



### **ELA-READING RESULTS**

Test Date: March 2008 5

Grade:

MSAD 03 SAU:

**Troy Central School** School:

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	<b>\</b> U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine Level Expectations in English language arts – reading.	's Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	2	2	721	5
	2006-2007	0	0	3	3	702	5
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>659</b>	<b>5</b>
	Cum. Total*	0	0	5	2	2082	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	6	60	43	43	7571	53
	2006-2007	3	25	47	48	7730	55
	<b>2007-2008</b>	<b>8</b>	<b>44</b>	<b>54</b>	<b>51</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	17	43	144	48	23496	56
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	4	40	43	43	4343	30
	2006-2007	6	50	33	34	4182	30
	<b>2007-2008</b>	<b>8</b>	<b>44</b>	<b>37</b>	<b>35</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	18	45	113	37	12325	29
<b>Does Not Meet the Standards</b> – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	0	0	11	11	1628	11
	2006-2007	3	25	14	14	1419	10
	<b>2007-2008</b>	<b>2</b>	<b>11</b>	<b>15</b>	<b>14</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	5	13	40	13	4409	10

		nber	A	verage Poir	nts Attaine	d (Number	and Percer	nt)
Learning Results Content Standard Cluster		oints sible	Sch	ool	SA	ΑU	Sta	ite
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	24.7	51.5	26.7	55.6	29.2	60.8
Literary Text	24	50	12.7	52.9	13.6	56.7	15.0	62.5
Informational Text	24	50	12.0	50.0	13.0	54.2	14.2	59.2

The Maine Learning Results reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 Learning Results, which can be found at http://www.maine. gov/education/lsalt/gles.htm.



# **ELA-READING RESULTS**

(CONTINUED)

Test Date: March 2008 5

**Grade:** 

SAU: MSAD 03

School: **Troy Central School** 

					Sch	nool							SA	\U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P		D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled Score	Tested	E	М	Р	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	18	0	0	8	44	8	44	2	11	539	106	0	51	35	14	541	14016	5	58	27	10	545
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	2 1 0 0 15	0	0	7	47	7	47	1	7	541	3 1 1 1 100 0	0	52	34	14	542	388 116 197 167 13148 0	1 0 5 2 5	39 44 64 47 59	34 45 23 37 27	26 11 8 14 9	538 541 546 542 545
Identified disability Yes No	2 16	0	0	7	44	7	44	2	13	539	29 77	0	21 62	38 34	41 4	534 544	2392 11624	0 6	26 65	42 24	31 5	536 547
Current LEP Yes No	0 18	0	0	8	44	8	44	2	11	539	0 106	0	51	35	14	541	319 13697	1 5	36 59	34 27	29 9	537 545
Economically disadvantaged Yes No	13 5	0	0	5 3	38 60	6 2	46 40	2 0	15 0	537 543	69 37	0	48 57	35 35	17 8	540 544	5454 8562	2 7	48 65	35 22	15 6	541 547
Migrant Yes No	0	0	0	8	44	8	44	2	11	539	0 106	0	51	35	14	541	5 14011	0 5	100 58	0 27	0 10	549 545
Gender Female Male Not Reported	10 8 0	0	0	4 4	40 50	5 3	50 38	1 1	10 13	541 537	49 57 0	0 0	61 42	31 39	8 19	544 539	6766 7250 0	7 3	62 56	24 30	8 12	546 543
Title 1A targeted program Yes No	6 12	0	0	3 5	50 42	3 5	50 42	0 2	0 17	538 540	12 94	0	33 53	58 32	8 15	537 542	1751 12265	1 5	35 62	44 25	21 8	538 546
Gifted/talented program Yes No	3	0	0	7	47	7	47	1	7	539	9 97	0	78 48	11 37	11 14	548 541	464 13552	27 4	71 58	2 28	1 10	557 544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards



# **ELA-READING RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 03

School: **Troy Central School** 

					Sch	ool							SA	.U					Sta	ite		
QUESTIONNAIRE ITEMS	Students in Each Category		E	I	М		P	Ι	)	Mean Scaled Score	Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Jeore	%	%	%	%	%	Jeore	%	%	%	%	%	Jocofe
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 94 6 0	0	0	7	41 100	8	47 0	2	12 0	539 542	8 75 12 6	0 0 0 0	25 59 42 0	13 35 50 33	63 6 8 67	533 543 542 526	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?  A. The questions on the test match what I have learned in reading class.  B. They match some of what I have learned.  C. They match just a little of what I have learned.  D. There is no match.	33 56 11 0	0 0 0	0 0 0	1 7 0	17 70 0	4 3 1	67 30 50	1 0 1	17 0 50	538 542 526	31 47 16 6	0 0 0	50 59 35 33	41 33 29 33	9 8 35 33	544 543 534 536	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading?  A. very good B. good C. fair D. poor	0 78 22 0	0	0 0	7	50 25	5 3	36 75	2	14 0	539 537	29 50 16 5	0 0 0	67 50 31 40	30 31 56 20	3 19 13 40	547 541 537 529	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test?  A. harder than my regular schoolwork  B. about the same as my regular schoolwork  C. easier than my regular schoolwork	11 78 11	0 0 0	0 0 0	0 7 1	0 50 50	1 6 1	50 43 50	1 1 0	50 7 0	525 540 543	26 52 21	0 0 0	33 48 77	26 44 23	41 7 0	536 542 547	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test?  A. Most of the passages were more difficult than what I normally read.  B. Most of the passages were about the same as what I normally read.  C. Most of the passages were easier than what I normally read.	6 76 18	0 0 0	0 0 0	0 7 1	0 54 33	1 5 2	100 38 67	0 1 0	0 8 0	532 541 540	17 55 28	0 0 0	24 52 68	29 41 25	47 7 7	532 542 546	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day?  A. more than one hour  B. 20 minutes to an hour  C. less than 20 minutes  D. I rarely read at home.	22 67 11 0	0 0 0	0 0 0	2 6 0	50 50 0	1 5 2	25 42 100	1 1 0	25 8 0	540 539 536	26 50 13 11	0 0 0 0	56 56 23 55	26 35 54 27	19 10 23 18	543 542 537 541	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments?  A. five or fewer pages B. six to ten pages C. eleven or more pages	22 0 78	0	0	1 7	25 50	2	50 43	1	25 7	533 541	28 17 55	0 0 0	46 59 52	25 35 41	29 6 7	540 543 543	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	0 25 25 50	0 0 0	0 0 0	2 2 1	100 100 25	0 0 1	0 0 25	0 0 2	0 0 50	544 549 533	0 70 9 21	0 0 0	43 67 14	26 33 57	30 0 29	539 546 535						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number

Page 6



### **MATHEMATICS RESULTS**

Test Date: March 2008 5

**Grade:** 

SAU: MSAD 03

**Troy Central School** School:

#### STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	ool	SA	\U	Sta	ite
The quality of a student's work at each achievement level reflects progress in attaining Maine's Level Expectations in mathematics.	s Grade	N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	20	9	9	1415	10
	2006-2007	0	0	3	3	1711	12
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	2	5	14	5	4743	11
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 541–560)	2005-2006	6	60	41	41	6503	45
	2006-2007	6	50	51	53	6778	48
	<b>2007-2008</b>	<b>9</b>	<b>50</b>	<b>52</b>	<b>49</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	21	53	144	48	20565	49
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	1	10	35	35	3945	28
	2006-2007	6	50	34	35	3884	28
	<b>2007-2008</b>	<b>6</b>	<b>33</b>	<b>36</b>	<b>34</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	13	33	105	35	11170	26
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	1	10	15	15	2434	17
	2006-2007	0	0	9	9	1683	12
	<b>2007-2008</b>	<b>3</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	4	10	40	13	5895	14

		nber	Avera	ge Point	s Attaine	d (Numbe	r and Pe	rcent)
Learning Results Content Standard Clusters		oints sible	Sch	iool	SA	<b>AU</b>	St	ate
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.1	54.0	8.0	53.3	9.0	60.0
Cluster 2: Shape and Size	14	29	6.2	44.3	6.7	47.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	0.8	16.0	1.2	24.0	2.2	44.0
Cluster 4: Patterns	14	29	7.3	52.1	7.6	54.3	8.4	60.0

#### **Cluster 1: Numbers and Operations**

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

#### Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

#### **Cluster 3: Mathematical Decision Making**

- C. Data Analysis and Statistics
- D. Probability

#### **Cluster 4: Patterns**

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 Learning Results, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at http://www.maine.gov/education/lsalt/gles.htm.

<sup>\*</sup>Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# **MATHEMATICS RESULTS**

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: MSAD 03

School: Troy Central School

					Sch	nool							SA	AU U					Sta	ate		
REPORTING CATEGORIES	Tested		E		М		P	ı	D	Mean Scaled Score	Tested	E	М	P	D	Mean Scaled	Tested	E	М	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	- Score
All Students	18	0	0	9	50	6	33	3	17	539	106	2	49	34	15	541	14020	12	52	24	13	546
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	2 1 0 0 15	0	0	8	53	5	33	2	13	540	3 1 1 1 100 0	2	50	33	15	541	392 116 198 173 13141 0	5 5 16 5 12	33 42 59 45 53	32 31 15 30 24	31 22 11 20 12	537 540 549 541 546
Identified disability Yes No	2 16	0	0	9	56	5	31	2	13	541	29 77	0 3	21 60	41 31	38 6	533 544	2390 11630	2 13	29 57	34 22	35 8	534 548
Current LEP Yes No	0 18	0	0	9	50	6	33	3	17	539	0 106	2	49	34	15	541	330 13690	4 12	36 52	27 24	33 12	536 546
Economically disadvantaged Yes No	13 5	0	0	6 3	46 60	5 1	38 20	2	15 20	539 540	69 37	1 3	43 59	41 22	14 16	540 542	5461 8559	5 16	46 56	30 20	19 9	541 549
Migrant Yes No	0 18	0	0	9	50	6	33	3	17	539	0 106	2	49	34	15	541	5 14015	0 12	60 52	40 24	0 13	544 546
Gender Female Male Not Reported	10 8 0	0	0 0	4 5	40 63	4 2	40 25	2	20 13	539 539	49 57 0	2 2	45 53	35 33	18 12	540 541	6767 7253 0	11 12	51 52	24 23	13 13	546 546
Title 1A targeted program Yes No	6 12	0	0	3 6	50 50	2 4	33 33	1 2	17 17	540 539	12 94	0 2	42 50	25 35	33 13	536 541	1755 12265	1 13	37 54	39 22	23 11	538 547
Gifted/talented program Yes No	3 15	0	0	7	47	5	33	3	20	537	9 97	22 0	56 48	22 35	0 16	553 539	464 13556	58 10	40 52	2 25	0 13	564 545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



# **MATHEMATICS RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 03

School: **Troy Central School** 

	School											Ctata										
QUESTIONNAIRE ITEMS												1	State									
			E		М		P		D		Students in Each Category	E	М	Р	D	Mean Scaled Score	Students in Each Category	E	М	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%	Score	%	%	%	%	%	1	%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 94 6 0	0	0	8 1	47 100	6	35 0	3 0	18 0	539 544	8 75 12 6	0 3 0 0	13 55 50 17	63 33 25 17	25 9 25 67	535 542 540 527	5 66 26 2	6 12 12 9	39 52 55 37	29 24 23 25	25 12 11 29	539 546 547 539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?  A. The questions on the test match what I have learned in mathematics	28	0	0	3	60	1	20	1	20	538	32	3	67	21	9	546	38	16	56	19	8	549
class.  B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	61 11 0	0	0 0	6	55 0	4	36 50	1	9 50	541 530	45 18 5	2 0 0	53 11 40	32 58 40	13 32 20	542 531 532	48 10 3	9 6 3	53 37 24	26 32 29	12 24 45	545 539 532
Which of the following best describes how you rate yourself as a student in mathematics?  A. very good  B. good	22 56	0	0	3 6	75 60	1 2	25 20	0 2	0 20	545 541	30 43	6	58 56	26 33	10 11	545 542	31 47	24 8	54 55	14 25	8 12	552 545
C. fair D. poor	17 6	0	0	0	0	2	67 100	1 0	33 0	529 536	23 4	0	33 0	42 50	25 50	536 522	19 3	2	43 26	35 38	20 36	539 533
How difficult was the mathematics part of this test?  A. harder than my regular schoolwork  B. about the same as my regular schoolwork  C. easier than my regular schoolwork	11 67 22	0 0 0	0 0 0	0 7 2	0 58 50	1 3 2	50 25 50	1 2 0	50 17 0	524 541 543	19 59 21	5 2 0	15 57 59	50 30 32	30 11 9	530 543 544	18 66 17	5 11 20	42 55 51	30 23 19	22 11 10	540 547 549
How often do you use hands-on materials in mathematics class?  A. almost every day  B. two or three days a week  C. two or three times each month  D. never or almost never	22 28 33 17	0 0 0	0 0 0	1 1 5 2	25 20 83 67	1 3 1	25 60 17 33	2 1 0	50 20 0 0	530 535 548 543	26 36 24 14	0 0 8 0	44 46 60 47	33 43 20 33	22 11 12 20	538 541 545 537	21 36 27 15	10 13 12 10	48 54 54 49	26 23 23 25	16 10 11 16	544 547 547 544
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	17 6 50 28	0 0 0 0	0 0 0	1 0 7 1	33 0 78 20	2 0 1 3	67 0 11 60	0 1 1	0 100 11 20	538 512 544 537	7 24 38 31	0 0 5 0	29 56 64 28	71 32 15 50	0 12 15 22	538 542 543 537	7 30 34 29	12 13 12 9	44 53 54 50	25 23 23 25	19 11 10 16	543 547 547 544
On average, how many minutes a day do you spend working on mathematics in class?  A. less than 30 minutes  B. 30–45 minutes  C. 45–60 minutes  D. more than 60 minutes	11 33 39 17	0 0 0	0 0 0 0	0 3 5	0 50 71 33	2 2 1 1	100 33 14 33	0 1 1 1 1	0 17 14 33	537 540 543 531	10 46 27 17	10 0 4 0	30 51 46 61	40 40 25 28	20 9 25 11	539 542 539 542	7 31 40 23	7 7 12 18	40 49 55 54	25 29 23 19	28 15 10 9	539 543 547 549
Optional school/SAU question A. B. C. D.	0 25 25 50	0 0 0	0 0 0	2 2 2	100 100 50	0 0 2	0 0 50	0 0 0	0 0 0	545 546 545	0 70 9 21	4 0 0	57 100 57	26 0 43	13 0 0	544 546 544						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards N = Number



### **ELA-WRITING RESULTS**

Test Date: March 2008 5

Grade:

SAU: MSAD 03

**Troy Central School** School:

STUDENTS AT EACH ACHIEVEMENT LEVEL

ACHIEVEMENT LEVEL DEFINITIONS		Sch	nool	S	AU	Sta	ate
The quality of a student's work at each achievement level reflects progress in attaining Maine Level Expectations in English language arts – writing.	N	%	N	%	N	%	
<b>Exceeds the Standards</b> – The student's response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 <b>0</b>	0 <b>0</b>	2 <b>0</b>	2 <b>0</b>	260 <b>46</b>	2 <b>0</b>
Meets the Standards – The student's response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	3 <b>7</b>	25 <b>39</b>	33 <b>28</b>	34 <b>26</b>	7844 <b>6041</b>	56 <b>43</b>
Partially Meets the Standards – The student's response demonstrates inconsistent ability to use mode, style,	2005-2006						

2006-2007

2007-2008

Cum. Total\*

2005-2006

2006-2007

2007-2008

Cum. Total\*

9

10

0

1

75

56

0

6

57

71

5

7

59

67

5

7

		nber	Average Points Attained (Number and Percent)												
Learning Results Content Standard Cluster		oints sible	Sch	iool	SA	AU	Sta	ate							
	N	%	N	%	N	%	N	%							
Total Writing (Standards F & G)	20	100	9.8	49.0	9.5	47.5	10.7	53.5							
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.2	43.3	5.0	41.7	5.6	46.7							
Standard English Conventions (Standard F)	8	40	4.6	57.5	4.5	56.3	5.1	63.8							

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine's 1997 Learning Results which can be found at http:// www.maine.gov/education/lsalt/gles.htm.

5365

7330

524

555

38

52

4

4

tone, and word choices to achieve the desired purpose for the writing. The response is generally organized

grammar, usage, and mechanics. (scaled score 521–540)

understanding. (scaled score 500–520)

and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in

Does Not Meet the Standards – The student's response demonstrates limited ability to use mode, style, tone,

and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with



# **ELA-WRITING RESULTS**

(CONTINUED)

Test Date: March 2008

Grade: 5

SAU: MSAD 03

School: Troy Central School

₹		School											SA	AU		State								
REPORTING CATEGORIES	Tested E M				P	D		Mean Scaled	Tested	E	М	Р	D	Mean Scaled	Tested	E	М	Р	D	Mean Scaled				
	N	N	%	N	%	N	%	N	%	Score	N N	%	%	%	%	Score	N	%	%	%	%	Score		
All Students	18	0	0	7	39	10	56	1	6	535	106	0	26	67	7	534	13972	0	43	52	4	538		
Ethnicity African American/Black American Indian or Native Alaskan Asian or Pacific Islander Hispanic Caucasian/White Not Reported	2 1 0 0 15	0	0	6	40	8	53	1	7	535	3 1 1 1 100 0	0	26	67	7	534	382 116 196 170 13108 0	0 0 2 0	31 28 55 29 44	57 66 42 62 52	11 6 2 9 4	534 534 541 535 538		
Identified disability Yes No	2 16	0	0	7	44	9	56	0	0	536	29 77	0	3 35	72 65	24 0	525 537	2372 11600	0	12 50	72 48	16 1	529 539		
Current LEP Yes No	0	0	0	7	39	10	56	1	6	535	0 106	0	26	67	7	534	319 13653	0	30 44	58 52	12 4	533 538		
Economically disadvantaged Yes No	13 5	0	0	5 2	38 40	8 2	62 40	0	0 20	536 532	69 37	0	23 32	68 65	9	533 534	5435 8537	0	32 50	61 47	7 2	535 539		
Migrant Yes No	0	0	0	7	39	10	56	1	6	535	0 106	0	26	67	7	534	5 13967	0	40 43	60 52	0 4	538 538		
Gender Female Male Not Reported	10 8 0	0	0	5 2	50 25	5 5	50 63	0	0 13	538 531	49 57 0	0	39 16	57 75	4 9	536 531	6750 7222 0	1 0	55 33	43 61	2 6	540 535		
Title 1A targeted program Yes No	6 12	0	0 0	1 6	17 50	5 5	83 42	0	0 8	531 537	12 94	0	8 29	92 64	0 7	530 534	1745 12227	0	26 46	69 50	5 4	534 538		
Gifted/talented program Yes No	3 15	0	0	5	33	9	60	1	7	534	9 97	0	44 25	56 68	0 7	539 533	464 13508	2	74 42	23 53	0 4	545 537		

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

**NOTE:** Some achievement level results have been left blank because fewer than five (5) students were tested.

I = Number



# **ELA-WRITING RESULTS**

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 03

School: Troy Central School

*	T .	School										SAU							State							
QUESTIONNAIRE ITEMS	Students in Each				SCN M	P			) )	Mean	Students in Each	E	SA м	U P	D	Mean	Students in Each	Е	м	ιτe	D	Mean				
	Category	′								Scaled Score	Category					Scaled Score	Category					Scaled Score				
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 94 6 0	0 0	0 0	7 0	% 41 0	9 1	53 100	1 0	% 6 0	535 526	% 8 75 12 6	0 0 0 0	% 25 28 17 0	% 63 69 67 67	% 13 3 17 33	530 535 531 520	% 5 66 26 2	0 0 0 0	% 29 44 45 28	57 52 52 60	% 14 3 3 12	533 538 538 533				
Which of the following best describes how you rate yourself as a writer?  A. very good B. good C. fair D. poor	22 56 22 0	0 0 0	0 0 0	2 5 0	50 50 0	2 5 3	50 50 75	0 0 1	0 0 25	536 537 528	21 50 23 6	0 0 0 0	41 31 4 0	50 63 92 83	9 6 4 17	538 534 529 528	25 50 22 3	1 0 0 0	54 46 29 18	42 51 65 63	3 3 6 19	540 538 535 530				
How difficult was the writing part of this test? A. harder than my regular schoolwork B. about that same as my regular schoolwork C. easier than my regular schoolwork	6 89 6	0 0 0	0 0 0	1 5 1	100 31 100	0 10 0	0 63 0	0 1 0	0 6 0	546 534 542	8 71 21	0 0 0	25 24 27	75 68 68	0 8 5	534 533 536	14 65 21	0 0 0	33 45 45	56 52 51	10 3 4	535 538 538				
Optional school/SAU question A. B. C. D.	0 25 25 50	0 0 0	0 0 0	1 2 4	50 100 100	1 0 0	50 0 0	0 0 0	0 0 0	539 544 546	0 70 9 21	0 0 0	30 67 57	61 33 43	9 0 0	534 539 538										